

**Northland Pines School District
2021-2022
Charter School Authorizer Annual Report**

Authorizer Annual Report Checklist

When completing the Charter School Authorizer Annual Report, verify that:

- All sections of the report are present, and all schedules are completed and attached.
- For school district authorizers, the schedule of authorizer operating costs has been included as a supplement to the school district's annual audited financial statements submitted to DPI.
- The report has been completed at the authorizer level, rather than completed for an individual school.
- Authorizer operating costs have been identified in Section VI. This section should not be left blank.
- The operating costs reported in Section VI reflect **only** the costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. s. 118.40 (3m)(a) to (e) which include:
 - Soliciting and evaluating charter school applications,
 - Considering the principles and standards for quality authorizing established by the National Association of Charter School Authorizers,
 - Giving preference in the awarding of contracts for the operation of charter schools that serve children at risk,
 - Approving high-quality charter schools that meet identified educational needs and promote a diversity of educational choices, and
 - Monitoring the performance and compliance with Wis. Stat. s. 118.40 of each charter school with which it contracts.

The operating costs in this section should **not** reflect the operating costs for the authorized charter school(s).

- The total amounts reported in Section VI and Section VII are not the same. As noted above, Section VI should only include operating costs the authorizing entity incurred while fulfilling the duties under Wis. Stat. 118.40 (3m)(a) to (e); while Section VII should include the costs of services the authorizing entity provided to the charter schools with which it contracts. **The expenditures in Section VI and Section VII should not match.**
- Costs reported in Section VII are only the costs of services provided to the charter school(s). Examples of the types of costs that should be reported in this section include but are not limited to: costs for business office services, costs for food services, curriculum services, professional development services, etc. **The expenditures in Section VI and Section VII should not match.**

For further instructions and requirements related to completing each section of this report see the charter school authorizer annual report technical assistance document at <http://dpi.wi.gov/sms/charter-schools/information-authorizers>.

SECTION I: AUTHORIZER INFORMATION

Authorizing Entity:	13326
Authorizer Address:	1800 Pleasure Island road
Authorizer Contact Person:	Tony Duffek
Contact Person Title:	Principal
Contact Person Phone:	715-542-3632
Contact Person Email:	tduffek@npsd.k12.wi.us

SECTION II: CHARTER SCHOOL INFORMATION

(Add additional lines or attach additional sheets, if necessary.)

Charter Schools Currently Under Contract in 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx):	Grades Served:
SOAR Middle School	Northland Pines School District Governance Board	7/1/2018 - 6/30/2023	5 th - 8 th
SOAR High School	Northland Pines School District Governance Board	7/1/2020 - 6/30/2025	9 th - 12 th
Northland Pines Montessori Learning Center	Northland Pines School District Governance Board	7/1/2020 - 6/30/2025	4K - 4 th

Charter Schools with Non-renewed or Revoked Contract during 2021-2022:			
School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx)*:	Reason for Non-renewal or Revocation:

Charter Schools that Closed During or at the Conclusion of 2021-2022:			
School Name:	Date of School Closure:	Contract Term Dates (7/1/20xx - 6/30/20xx):	Reason for Closure:

Charter Schools Currently Approved During 2021-2022

School Name:	Charter School's Governing Board Legal Entity Name:	Contract Term Dates (7/1/20xx - 6/30/20xx):

Optional:

Charter Schools Petitions Received but not Approved during 2021-2022:

School Name:	Charter School's Governing Board Legal Entity Name:

SECTION III: ACADEMIC PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the academic performance of each charter school that operated during the school year.

Northland Pines Montessori Learning Center

Below has a dashboard that Northland Pines Montessori Learning Center (NPMLC) uses to report annual goals, student achievement, and data in relation to the goals. The goals and action plans, and data below are in relation to math, literacy and social and emotional learning.

<i>Northland Pines Montessori Learning Center</i>			
Goal	Baseline Data	Action Plan	End of Year
NPMLC will use the new math curriculum, best instructional practices and PLCs to enhance student learning for all students in the area of mathematics. By the end of the year, 65% of our students will be proficient or advanced in the iReady assessment.	22% Proficient 53% Basic 25% Minimal	- Utilize and modify math scope and sequence. - Use small group instruction to reach students' needs.	58% Proficient 41% Basic 2% Minimal We did not meet our data goal for math but students did show great growth despite many challenges brought on by COVID this year. The new framework for math presentations during the work period seems to help. Even though we did not meet our rigorous goal the board and staff are pleased with the academic progress and growth of students.
NPMLC will use the new ELA unit plans, best instructional practices and PLCs to enhance student learning for all students in the area of ELA. By the end of the year, 75 % of our students will be proficient or advanced in the reading iReady assessment.	32% Proficient 48% Basic 20% Minimal	- Collaborative Teams meet monthly to analyze monthly progress monitoring and made instructional adjustments based on student data. - Implement small group instruction to target students' needs (based on data). - At in-service staff will take part in science of reading training. - Purchase iReady online	64% Proficient 34% Basic 2% Minimal We did not quite reach our goal for ELA but the median growth in literacy was 123% which is very high and shows students grew significantly this year. This shows that students are growing exceptionally despite the challenges

		reading instruction for E2 and Children's House.	brought on by COVID.
NPMLC will implement Responsive Classroom Practices to create a positive classroom culture, effective classroom management and engaging academics. In an end of year staff survey staff will indicate that Responsive Classroom practices had a strong impact on classroom culture and students' academic success.		<ul style="list-style-type: none"> - NPMLC staff take part in Responsive Classroom advanced training. - Review and revise "nice to do and have to do list" for Responsive Classroom practices. - Conduct and analyze BEST assessment (Social and Emotional Learning assessment). Use the data to drive SEL instruction and programming. - Staff book study on Responsive Classroom book <i>The Power Of Our Words</i>. - Survey staff at the end of the year. 	100% of the staff that answered the end of the year survey indicated that they believe Responsive Classroom practices and framework has greatly impacted our school culture and student learning. Therefore we accomplished this goal.

School of Options and Applied Research (SOAR) MS

Below is a dashboard that the School of Options and Applied Research (SOAR) Middle School uses to report annual goals, student achievement, and data in relation to the goals. The goals and action plans, and data below are in relation to math, literacy and social and emotional learning.

Goal	Baseline Data	Action Plan	End of Year
SOAR MS will use the new math curriculum and PLCs to enhance student learning for all students in mathematics. Our focus will be growing our student's ability to apply and transfer mathematical concepts and knowledge. By the end of the year 70% of our students will be proficient or advanced based on the iReady assessment.	iReady Data: 46% Proficient 34% Basic 20% Minimal	<ol style="list-style-type: none"> 1. Identify essential Mathematical Practices 2. Create Problem Solving Assessment and Rubric 3. Gather baseline data 4. Explore new math resource, focusing on ways for students to transfer and apply mathematical knowledge and skills 4. Co-plan Math instruction and ongoing assessment 	<p>iReady Math Data: 53% Proficient 29% Basic 18% Minimal</p> <p>We did not meet our data goal for math but students did show growth despite the many challenges brought on by COVID this year.</p>

<p>SOAR MS will use the ELA standards and PLCs to enhance student learning for all students in the area of writing. By the end of 2020-2021 school year 80% of students in grades 5th-8th will score proficient on the Rationale Essay Rubric.</p>	<p>Essay Rubric: 0% Advanced (19-24) 31% Proficient (13-18) 11% Minimal (1-6) 58% Basic (7-12)</p> <p>iReady Data: 45% Proficient 25% Basic 29% Minimal</p>	<ol style="list-style-type: none"> 1. Solidify our understanding of the vertical progression of ELA/Writing Standards 2. Create Rationale Essay Rubric 3. Score baseline rationale essays 4. Co-plan ELA instruction and ongoing assessment 	<p>Essay Rubric: 17% Advanced (19-24) 61% Proficient (13-18) 22% Basic (7-12) 0% Minimal (1-6)</p> <p>iReady ELA Data: 57% Proficient 24% Basic 20% Minimal</p>
<p>SOAR MS will build expertise in ways to virtually connect and support the social and emotional needs of students during the school year. By June 2021, we will have a resource with at least 20 different ways that we have explored to engage the needs of students virtually</p>	<p>We do not currently have a list of resources.</p>	<ol style="list-style-type: none"> 1. Research practices to support the social and emotional needs of students virtually 2. Try strategies to engage students virtually, whether it is a temporary or long-term placement 3. Reflect and record results per strategy 	<p>We created a small document that reflected many of the strategies that we tried and implemented during the school year. We provided a wide variety of access points for students throughout the pandemic year to support both their social emotional and academic needs.</p>

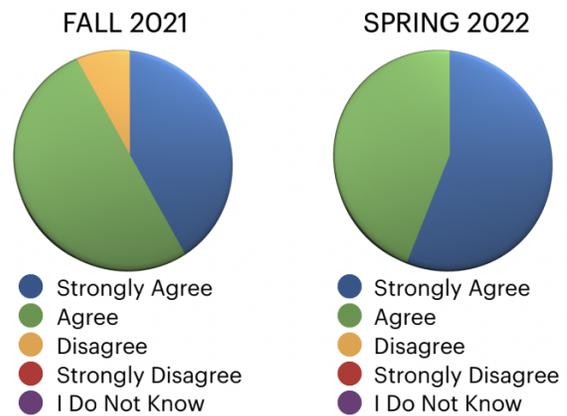
School of Options and Applied Research (SOAR) HS

Social/Emotional Indicators:

Each year, advisors at School of Options and Applied Research HS strive to make strong, enduring relationships with all of our students in addition to providing a feeling of security while at school. In order to understand how well we do this, we ask students to complete a survey at the beginning and end of each school year in which students reflect on these ideals. Advisors devise goals after the fall survey and then revisit the survey in the spring to see how student perception of the SOAR HS culture changes or not. In the sections below, the baseline data is included along with the goal in bold, followed by the assessment on how we did based on the spring survey results.

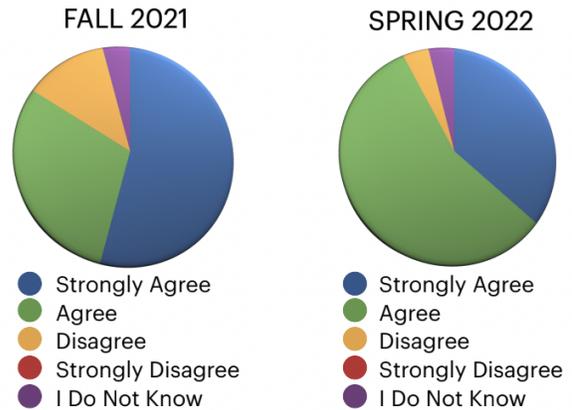
SAFETY

Of the 24 students who participated in the survey, two disagreed that the advisors work to promote a safe and comfortable atmosphere (91.7% agreed). **By the end of the year at least 95% will strongly agree that they feel safe and comfortable.** On the spring survey, all 25 respondents (100%) agreed or strongly agreed that advisors work to promote a safe and comfortable atmosphere (compared to 91% in the fall). In the fall 41% Strongly Agreed to this statement and this did increase to 56% on the spring survey, but it fell short of the 95% stated in the initial goal.



ADVISORS

Three students indicated they disagree that they are able to share ideas with at least one advisor and one student indicated that they did not know (83% agreed). **By the end of the year at least 90% will agree or strongly agree that they are able to share their ideas with at least one of the SOAR HS advisors.** On the spring survey, 1 student disagreed and 1 student indicated they didn't know, but students agreeing that they are able to share their ideas with at least one of the SOAR HS advisors increased from 83% to 92%, meeting the goal of at least 90% agreeing.



District Level STAR Testing

All 9th and 10th grade students participate in district STAR testing in the areas of reading comprehension and mathematics up to three times per school year. Each year, the SOAR HS sets a goal aimed at increasing the scores of students whose baseline is in the lowest level on the fall assessment. A brief summary of the goals and results from the 2021-2022 school year is included.

LITERACY (Reading Comprehension)

All STAR tested students who perform at the below basic level on the reading comprehension will increase their scaled score to either the basic level or improve by at least 10 points. Baseline data from the fall test indicated that four students of the thirteen tested received a below basic

MATHEMATICS

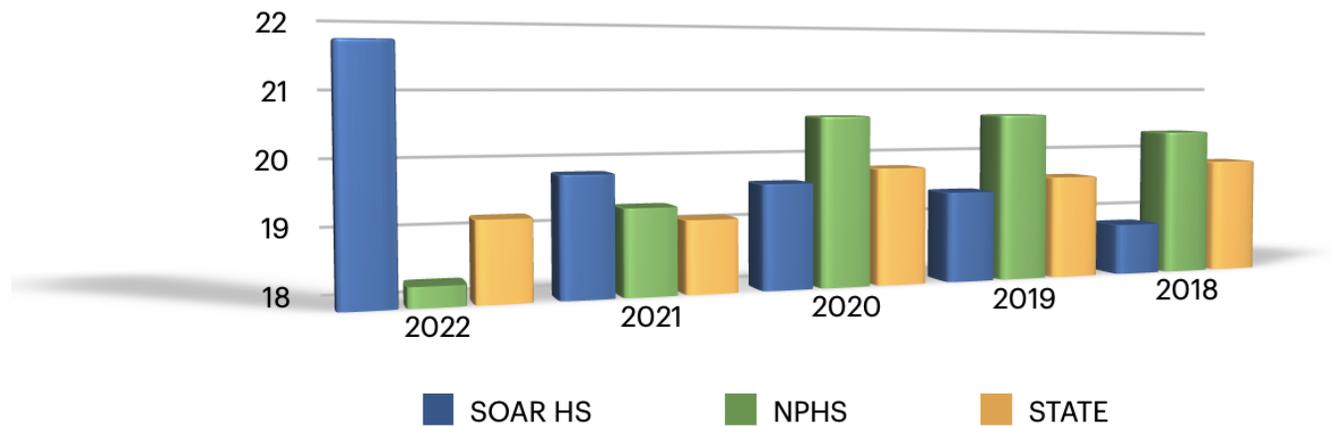
All STAR tested students who perform at the below basic level on the mathematics will increase their scaled score to either the basic level or improve by at least 10 points. Baseline data showed that eight of the fourteen students tested received a below basic rating. With an action plan including small class sizes and the beginning stages of implementing UDL practices and predictable

rating. **By the end of the year, three of the four students improved by at least 10 points and/or moved to the basic level.** One student improved by 17 points but did not enter the basic level. The next two improved by 68 and 83 points, each moving into the basic level. The fourth student moved out of district before the final STAR assessment window.

supports for all students, **by the end of year six of the eight students improved by 10 points and/or moved to the basic level.** Two students each improved by 17 points. Two more students increased their score by 46 and 48 points. The final two students increased their scores by 54 and 81 points respectively and each moved to basic level. One student had a scaled score that decreased on the winter assessment and didn't have data in the spring assessment and the last student moved out of district.

State Level ACT test

The junior level students take the state ACT test and are not assessed with the district STAR testing. Below are the average composite ACT scores comparing SOAR HS, the legacy HS in our district and the state average. Please note that the small size of the School of Options and Applied Research HS annual testing groups (between 2-12 students per year) makes it difficult to directly compare to either the state averages or the legacy HS as the small size can skew those comparisons. The graph is helpful in that it shows the overall trend of SOAR HS student composite scores increasing each year.



SECTION IV: FINANCIAL PERFORMANCE OF CHARTER SCHOOLS

In this section, provide a summary of the financial performance of each charter school that operated during the school year.

All three charter schools are collocated schools which allows for financial sustainability and for the schools to keep costs low. The largest cost for each of the schools is staff salaries and benefits. The capital and non-capital objects are minimal. All three schools are in a healthy financial place. All three schools have funds that are raised from parents, teachers and students that support school and student activities.

SECTION V: OTHER CONTRACT TERMS AND EXPECTATIONS (OPTIONAL)

In this section, provide a summary and discussion of any additional contract terms or expectations that the authorizer deems relevant to its report on the overall performance of the charter schools it authorizes.

SECTION VI: AUTHORIZER OPERATING COSTS

(Complete and attach audited Schedule of Charter School Authorizer Operating Costs.)

Examples of the types of costs that should be reported in the schedule of authorizer operating costs include, but are not limited to:

- o costs incurred by the authorizer to oversee and monitor its charter schools (i.e. salary and fringe for individuals who assume these duties);
- o costs incurred for soliciting, receiving, and reviewing applications for new charter schools (i.e. salary and fringe for individuals who assume these duties which may include administrative staff, business office staff, legal staff, etc.);
- o costs incurred for completing and analyzing charter school data for the purpose of making renewal and revocation decisions; and
- o any additional costs associated with duties under Wis. Stats. s. 118.40(3m)(a) to (e) *(please reference Technical Assistance document for the language of 118.30(3m)(a)-(e)).*

Costs that should not be included in the schedule of authorizer operating costs include salary and fringe for the teachers at the charter school, costs of charter school transportation, curriculum services, food service, etc. **Only costs associated with the authorizer fulfilling its duties should be reported in this schedule.**

SECTION VII: SERVICES PROVIDED TO CHARTER SCHOOLS

(Complete and attach Schedule of Charter School Authorizer Services and Costs.)

Examples of the types of costs that should be reported in the schedule of services and costs include, but are not limited to:

- costs for business office services;
- costs for food services;
- curriculum services; or
- professional development services.

Costs and types of services may vary depending upon the contractual relationship between the authorizer and the charter school. Please note that contracted services provided to a charter and authorizer costs are not the same. **The expenditures in Section VI and Section VII should not match.**

(INSERT AUTHORIZING ENTITY NAME)

Section VI

SCHEDULE OF CHARTER SCHOOL AUTHORIZER OPERATING COSTS

MONTESSORI LEARNING CENTER FISCAL YEAR ENDING 2022

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$396,013
EMPLOYEE BENEFITS	200	\$170,771
PURCHASED SERVICES	300	\$19,831
NON-CAPITAL OBJECTS	400	\$4,301
CAPITAL OBJECTS	500	0
INSURANCE & JUDGEMENTS	700	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$5,831
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
TOTAL		\$596,750

(INSERT AUTHORIZING ENTITY NAME)

SECTION VII

SCHEDULE OF CHARTER SCHOOL AUTHORIZER SERVICES AND COSTS

MONTESSORI LEARNING CENTER FISCAL YEAR ENDING 2022

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	\$331,242
SPECIAL EDUCATION	150000	\$24,454
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	0
GENERAL ADMINISTRATION	230000	\$55
BUILDING ADMINISTRATION	240000	\$100,695
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	0
PUPIL TRANSPORTATION	256000	\$18,577
TECHNOLOGY	266000	
PHYSICAL CURRICULUM	140000	\$24,693
GUIDANCE	213000	\$179
OTHER INSTRUCTIONAL STAFF SERVICES	220000	\$96,401
INFORMATION	263000	\$453
TOTAL		\$596,750

SOAR MIDDLE SCHOOL FISCAL YEAR ENDING 2022

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$339,723
EMPLOYEE BENEFITS	200	\$148,041
PURCHASED SERVICES	300	\$21,019
NON-CAPITAL OBJECTS	400	\$8,714
CAPITAL OBJECTS	500	0
INSURANCE & JUDGEMENTS	700	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	\$1,111
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
TOTAL		\$518,608

SOAR MIDDLE SCHOOL FISCAL YEAR ENDING 2022

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	\$276,052
SPECIAL EDUCATION	150000	\$42,074
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	\$3,340
GENERAL ADMINISTRATION	230000	\$55
BUILDING ADMINISTRATION	240000	\$98,243
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	0
PUPIL TRANSPORTATION	256000	\$15,561
TECHNOLOGY	266000	0
PHYSICAL CURRICULUM	140000	\$24,702
GUIDANCE	213000	\$176
OTHER INSTRUCTIONAL STAFF SERVICES	220000	\$56,804
INFORMATION	263000	\$1,601
TOTAL		\$518,608

SOAR HIGH SCHOOL FISCAL YEAR ENDING 2022

OPERATING ACTIVITY	WUFAR OBJECT CODE	COST
EMPLOYEE SALARIES	100	\$202,508
EMPLOYEE BENEFITS	200	\$81,410
PURCHASED SERVICES	300	\$454
NON-CAPITAL OBJECTS	400	\$2,495
CAPITAL OBJECTS	500	\$4,299
INSURANCE & JUDGEMENTS	700	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
OTHER (REPLACE OTHER WITH AN ACTIVITY NAME)	900	0
TOTAL		\$291,166

SOAR HIGH SCHOOL FISCAL YEAR ENDING 2022

SERVICES PROVIDED	FUNCTION CODE	COST
REGULAR CURRICULUM	120000	\$290,657
SPECIAL EDUCATION	150000	0
HEALTH SERVICES	214000	0
PSYCHOLOGICAL SERVICES	215000	0
CURRICULUM DEVELOPMENT	221200	0
INSTRUCTIONAL STAFF TRAINING	221300	0
GENERAL ADMINISTRATION	230000	\$55
BUILDING ADMINISTRATION	240000	0
BUSINESS SERVICES	252000	0
GENERAL OPERATIONS	253000	0
PUPIL TRANSPORTATION	256000	0
TECHNOLOGY	266000	0
PHYSICAL CURRICULUM	140000	0
GUIDANCE	213000	0
OTHER INSTRUCTIONAL STAFF SERVICES	220000	0
INFORMATION	263000	\$454
TOTAL		\$291,166